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ABSTRACT

An instructional sequence based largely on combining B. Bloom's six-level, instructional related hierarchy with J. Piaget's causal sequence of cognitive skill development is utilized in a three-day unit on the correct use of commas in lists. The sample unit follows G. Torkelson's guidelines for instructional development that include outlining the content to be taught, writing behavioral objectives, analyzing learner needs, planning activities and materials to accomplish objectives, creating a flow chart of activities, specifying characteristics of the learning space and instructional management, and measuring and evaluating results. A reconciliation of the hierarchies of Bloom and Piaget with the taxonomies of A. Harrow and D. Krathwohl results in a fine-tuning of the instructional sequence into stages that provide direct, hands-on experience and opportunities to (1) increase familiarity, interpret stimuli, and make associations; (2) apply or use the new knowledge, skill, or value; (3) analyze, manipulate, and perform; (4) synthesize or creatively use the new knowledge; and (5) evaluate the use of the new skill. (An appendix provides samples of student work assignment sheets, overhead projector transparencies, handouts, and student evaluation forms.) (AEA)

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# An Example of Teaching Along Natural Lines

## An Instructional Sequence on the Use of Commas in Lists Based on the Hierarchies of Piaget, Bloom, Krathwohl and Harrow

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# I

# Introduction

## The Theoretical Basis of A Valid Instructional Hierarchy

"A learning hierarchy has immediate value for teachers in planning and conducting classroom instruction. A hierarchy of tasks leading to a selected terminal objective can serve as an instructional map or guide for a teacher because it is a list of which tasks are to be accomplished by students as well as the sequence in which they should be studied and taught. . . . Developers of instruction are another large audience for whom learning hierarchies have potential value. . . . A learning hierarchy for a developer of instruction, therefore, serves as a type of instructional blueprint in much the same way that a blueprint for a house aids a carpenter" (Okey, pp. 88-89).*

Okey, writing on learning hierarchies in the AVCR, cautions that "any learning hierarchy developed by logical analysis should be viewed with caution until proven effective [and] must be subjected to an empirical test by determining the performance of learners on the tasks in a proposed hierarchy" (p. 89). He goes on to point out that "Bloom, Hastings, and Madaus . . . describe a method for identifying sequences of learning tasks that depends upon the hierarchical nature of the different outcomes described by the various levels of the Taxonomy of Educational Objectives. . . . Any of the [Bloom, Gagné, or Merrill] systems of sequencing behaviors can be used as an aid to developing hierarchies . . . . The test of a valid learning hierarchy is whether it describes the actual learning sequence of a high percentage of learners" (pp. 95-96).

It is clear , then, that a learning hierarchy can be an invaluable aid to an instructional designer and the instructor. Further, it is clear that the major problem is to find a hierarchy that is valid, that actually follows or prescribes for the way people actually learn. In other words, we need to find a learning hierarchy that will give us a blueprint or map for teaching along natural lines.

In the field of human cognitive development, Piaget has produced a heavily-researched cognitive development theory whose causal sequence Piagetian educators,

*Emphasis is Okey's.

such as Karplus, Fuller et al in the COMPAS program, Phillips, have translated into instructional sequences which they report are highly effective. (Perhaps the major instrument for making this translation is Karplus' three-step Learning Cycle, reported on at the first two conferences on Reasoning, Piaget and Higher Education.)

As noted above, the problem for instructional designers is finding a valid causal sequence or "instructional blueprint" or learning hierarchy so that instructional designs based on this blueprint is as little arbitrary as possible. On the other side, the problem for Piagetian educators,who do have just such a validated causal sequence of cognitive skills, is that Piaget's four,chronological stages of cognitive development are not pedagogically fine-tuned or precise enough to serve as a basis for a fully detailed, pedagogically-relevant and -appropriate instructional sequence.

However, by reconciling Bloom's six-level, instructional-related hierarchy with Piaget's strongly researched causal sequence of cognitive skill development, we can solve both problems and provide a valid hierarchy that can be an effective, sound and elegant aid for instructors and instructional designers as they prepare instructional sequences and instructional systems.

Figure I shows that Bloom's levels and Piaget's stages coincide in what seems a flawless--and, thus, possibly mutually validating--way. The key to this reconciliation, however, is the concept that the learning of any new skill or idea must occur in the order in which the cognitive skills themselves were originally developed and leaving out not one of Piaget's developmental stages. Thus, as the new learning is processed through Piaget's four stages, Bloom's levels are reached, one after the other, in a causal sequence that is based upon the natural development of cognitive skills in every normally developed human being.

The purpose of this paper is to give an example of a Piagetian-Bloomian-based instructional sequence. Torkelson's Guidelines for Instructional Development will be the instructional sequence methodology used here.

Krathwohl's taxonomy of the affective domain as well as Harrow's taxonomy of

the psychomotor domain will be shown, also, to reconcile with the Piagetian-Bloomian causal sequence or hierarchy. (Krathwohl's hierarchy is pedagogically-oriented, as Bloom's is;that is, it indicates how a single item--value for Krathwohl, skill or concept for Bloom--is learned, from a low level of prehension to a high level of acceptance and use. Harrow's taxonomy, on the other hand, is developmental, as Piaget's is, indicating how a human being develops, from infancy on, the capacity for and use of skills, which capacity and use occur in a specific causal sequence for every normally developed human being.) That fact that all four hierarchies can be reconciled can tend to lead one to the hypothesis that such a reconciliation validates all four of these hierarchies. The proof, though, will be in the success an instructional sequence based on this four-way reconciliation of hierarchies has with students.

## II

## An Instructional Sequence Based on the Hierarchies of Piaget, Bloom, Krathwohl and Harrow

### Three-Day Unit on the Use of Commas in Lists (Following Torkelson's Guidelines for Instructional Development)

A. Outline the content to be taught. The broad goal is to teach freshmen composition students, in three weeks, to use punctuation correctly in their writing. The limited subgoal of this instructional sequence is to teach ENG 101 students how to use commas correctly in lists. This subgoal is the first of five subgoals concerning the teaching of the correct use of commas. The other subgoals (teaching students to use commas correctly in quotes, between two sentences, to surround "extra-added attractions," and for clarity) will be dealt with in subsequent instructional sequences in the next seven days.

Prior to using this sequence students must know what a sentence is and have a moderate competency in the correct use of grammar and sentence structure.

B. Write behavioral objectives. At the end of three days, every student will be able, in ten minutes, to write an in-class essay of 75-100 words using commas correctly in lists, with no errors, in his/her own preferred style.

Second, at the end of three days, every student will be able to detect and correct every error and correctly identify the comma style in three other students' writing.

Write Enabling Objectives. There are six enabling objectives, each one related to a Bloomian level, in sequence (see Figures I and II):

1. Individually, students will identify commas used in lists in two paragraphs, one in the formal style and one in the informal style (knowledge level).

2. In small groups, students, by comparing their work from level one, will now discover the rules for use of commas in lists (comprehension level).

3. Individually, students will write two short paragraphs, in one using the formal style and in the other the informal. Then, in small groups, students, by comparing their writing, will identify the styles and correct each other's errors (application level).

4. Individually, students will correctly identify commas used in lists in both simple (list only) paragraphs and complex (other comma uses included) paragraphs (analysis level).

5. Individually, students will select either the formal or informal style and write a 75-100-word paragraph using commas correctly in lists (synthesis level).

6. In small groups, students will evaluate and correct each other's writing, correctly identifying the style used in each essay (evaluation level).

Figure II indicates the reconciliation of all four taxonomic categories or levels and shows the relationship of the six enabling objectives to these.

C. Analyze learner needs. A writing sample, used as a screening device for entry into ENG 101, will assure that only appropriately competent students are enrolled in the class. Further, the first three weeks of the course will be devoted to students' learning to write narrative, descriptive and process papers. During these first writing experiences, no punctuation corrections will be made by the instructor on their papers. Thus, they will gain some ease and confidence in writing and have a background of this writing experience upon which to base the usually more anxiety-producing work on punctuation.

SKILLS AT BLOOM'S COGNITIVE LEVELS

5

**EVALUATION:** judge

**SYNTHESIS:** creatively re-structure

**ANALYSIS:** separate, combine, substitute, classify, etc.

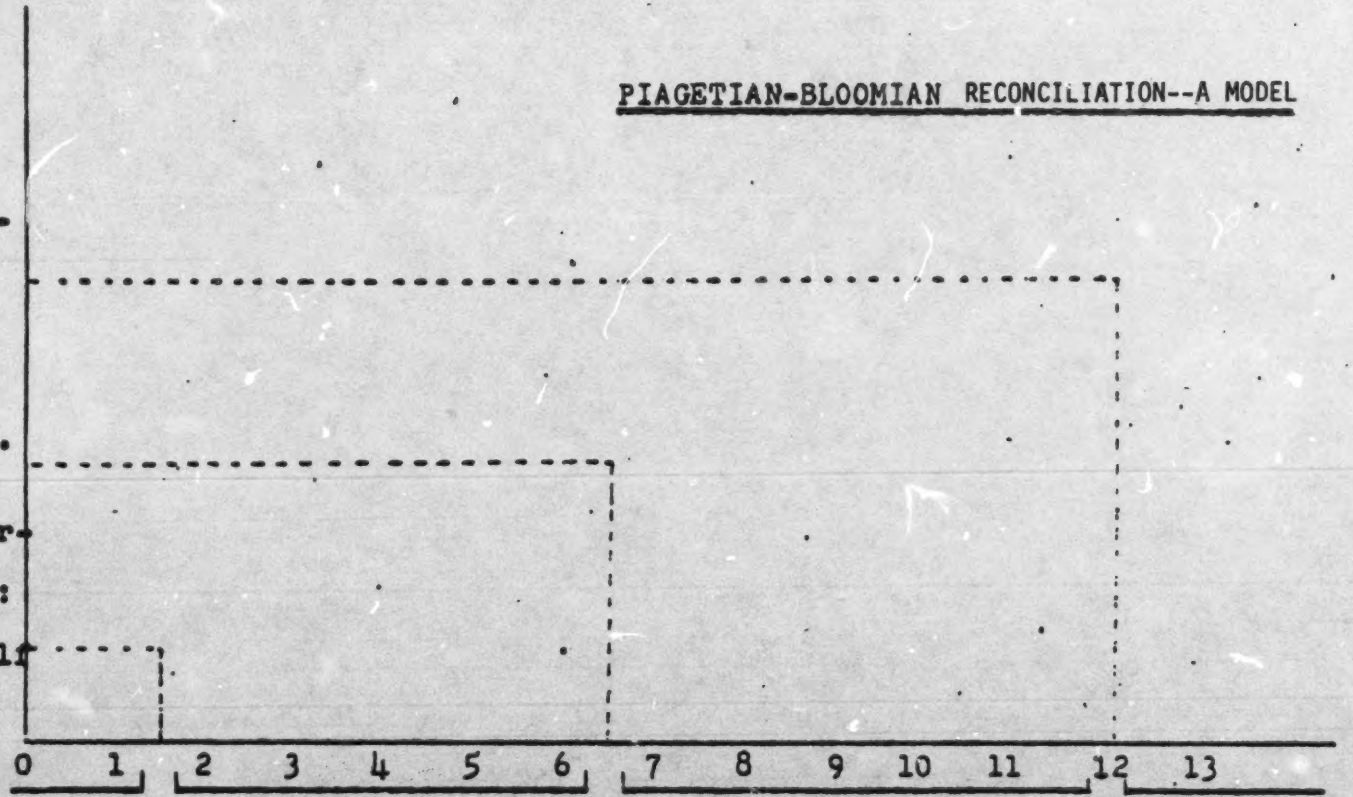
**APPLICATION:** transfer understanding

**COMPREHENSION:** understand a thing in itself

**KNOWLEDGE:** remember

FIGURE I

PIAGETIAN-BLOOMIAN RECONCILIATION--A MODEL




**SENSORY-MOTOR:**
perceive
recognize
means-end coordination
etc.

**PRE-OPERATIONAL:**
name
symbolize
relate functions
etc.

**CONCRETE OPERATIONAL:**
separate
combine
order
substitute
classify
compare
contrast
etc.

**FORMAL OPERATIONAL:**
deduce
hypothesize
synthesize
question values
conceptualize space and infinity
etc.

7

ACTIVITIES AT THE PIAGETIAN STAGES OF COGNITIVE DEVELOPMENT

(ages)

8

Following this three-day sequence on using commas correctly in lists, students will go through sequences on using commas correctly for the four other comma subgoals given above. Then students will proceed through two weeks of learning to write exemplification and cause-effect papers. The only punctuation which will be evaluated by the instructor will be commas. In this period,papers with even one error will be returned to the students for correction. In the eighth week of the course, students will go through instructional sequences on the use of semi-colons, colons, apostrophes, dashes and parentheses. Then, for the rest of the course, all punctuation will be evaluated and papers with even one punctuation error will be returned to the students for correction.

D. Plan activities and materials to accomplish objectives. Using as my guide or blueprint a hierarchy (see Figures I and II) whose validity has been, to my view, adequately tested, I have only to design an instructional sequence which follows this causal, sequential hierarchy. Thus, there will be very little that is arbitrary in this instructional sequence. The process for developing this sequence is as follows:

The first step will be to set up the basic structure: this is comprised of the six, academic-related categories or levels of Bloom's taxonomy,as clarified and refined by Piaget's causal, sequential stages. Next, this basic structure will be given fullness and depth by adding the taxonomies of Krathwohl and Harrow (Figure II). In this way, I will have a basic structure or outline or blueprint that is multi-domain in nature and which makes it possible to design a sequence in which the tasks, as well as the sequence itself, seem inevitable.

Incorporated at key points in the instructional sequence are contingency tasks for students who have not achieved mastery of critical enabling objectives. These "what-if" contingencies (Torkelson) are a potential problem in an instructional sequence that is presented to a group rather than as individualized packages responsive to individual differences in pace. Thus, all students will proceed through the sequence together,with those not yet having achieved mastery benefiting from supplementary work with the instructor outside class on a contingency basis (see flow-chart , Figure III).

A second method will also be used to mitigate the potential contradiction between individual differences in pacing and the sequence's objective of 100% mastery for every student at the end of the same period. This method is the use of and alternation between the individual, small group and class discussion modes.

Thirdly, another method for mitigation of this potential contradiction will also be included:repetition and quasi-repetition of tasks. Repetition of tasks is crucial for facilitating learning. The problem here, of course, is how to be sufficiently repetitive for those whose pace is slower without holding back or boring those with a faster pace. The danger of boredom inherent in repetitiveness will be mitigated by each task's having a short duration and by variety, sometimes presenting models of correct comma use for students to examine, sometimes asking students to create their own writing, sometimes asking students to examine and perform operations on each other's work. There will be, moreover, different materials in each reiteration of a task as well as the use of different modes(individual, small group, class discussion).

Although the message forms (Torkelson) are all words (spoken, written, printed), the message carriers will also provide a fourth kind of variety: there will be printed handouts prepared by the instructor, students' own handwritten work, printed, teacher-prepared transparencies for an overhead projector, and material written on the chalkboard by both instructors and students.

The appropriate combination of modes, tasks, message forms and message carriers will be determined in relation to the cognitive-affective-psychomotor category of each task at each step in the instructional sequence (see Figure II). It is here that the creativity--and plain hard work--of the instructor or instructional designer is needed, as it was not needed in determining the basic structure or blueprint of the instructional sequence, which is pre-determined once the instructor or instructional designer accepts the basic Piagetian-Bloomian hierarchy as valid. (See Appendix for all instructor-prepared materials, both hand-outs and transparencies.)

Figure II

RECONCILIATION OF LEARNING AND DEVELOPMENTAL HIERARCHIES

| | Learning Hierarchies | | Developmental Hierarchies | |
|---|---|---|---|---|
| Stage | Bloom | Krathwohl | Piaget | Harrow |
| 1 | knowledge | receiving | sensory-motor | reflex; basic-fundamental |
| 2 | comprehension | responding | pre-operational | perceptual abilities |
| 3 | application | valuing; organizing | pre-operational | physical abilities |
| 4 | analysis | valuing; organizing | concrete operational | physical abilities |
| 5 | synthesis | characterization | formal operations | skilled movements; non-discursive communication |
| 6 | evaluation | characterization | formal operations | |

This reconciliation coincides with the reconciliation of Bloom and Piaget in Figure I. In this four-hierarchy reconciliation we can observe all the hierarchies are causal in that each higher stage requires and presupposes mastery of the previous stages. All are also sequential, from low-level, superficial prehension to high-level use.

Some adjustments were needed to show the coincidence of development at the hierarchical stages; thus, for example, Krathwohl's third and fourth stages (valuing and organizing) are combined in order to reconcile with Bloom's third and fourth stages. This is because both application and analysis, in the cognitive domain, require valuing and organizing in the affective domain. Similarly, Piaget's pre-operational stage is spread over Bloom's second and third stages. (Figure I, by specifying the kinds of activities occurring at these stages, indicates that such a reconciliation is appropriate for Piaget's and Bloom's hierarchies.)

The translation of this reconciliation into classroom practices can be understood through the following outline, which gives a more detailed account, and from the instructor's perspective, of how the enabling objectives will be accomplished. This four-way reconciliation provides for fine-tuning of the instructional sequence (see Figure III, flow-chart):

Set up precondition. Students need to experience disequilibration. This state of unease, precipitated by an activity which shows students they need to gain new skill or understanding, is required for learning to take place. (The tasks for precondition will be the same as for Stage 1.)

Stage 1: Provide hands-on direct experience. Students need to acquire raw data, basic knowledge, perform low level operations, observe and perceive at a low or basic level. (Student written work #1 and Handout #1) This activity will take 5 minutes.

Stage 2: Provide opportunity to increase familiarity, interpret stimuli, make associations. Next, students need to understand the overt, surface nature and functions of the new data, skill, value. (In Small Groups and Class Discussion, students compare and discuss their work on Handout #1 and together discover the rule for the use of commas in lists. The instructor should not violate the cognitive sequence by adding the rule.* This activity will take 10 minutes.

Stage 3: Provide opportunity to apply or use new knowledge, skill or value. Next, students need to use their new knowledge or skill in analogous cases, albeit still on a rather low level. Here they need to practice and gain experience and familiarity with a low-level use of the skill or knowledge or value. (Student written work #2, #3, and #4, along with Overhead Projector Transparencies #1, #2, and #3, will provide for three repetitions of use of commas in lists on a relatively simple level, with the difficulty increasing slightly from Transparency #1 to Transparency #3.) 35 minutes--end of first day.

Stage 4: Provide opportunity to analyze, manipulate and perform(with) the functional characteristics of the new skill, knowledge or value. Next, students need to deepen and strengthen their knowledge or skill. This requires that they get inside the material and practice their knowledge and use of the various elements that comprise the whole. (Four handouts and four transparencies, with increasing levels of difficulty, are presented to the students for their analysis. This repetition of tasks, with an evaluation at the end of this stage--and contingency tasks for students who do not achieve 100% mastery of this stage's objectives--,will ensure that all students will achieve 100% mastery of this stage's critical objectives.) 50 minutes--second day.

*In order to respect the "ceiling effect," the instructor must not add to the rule which the students have discovered. Students have discovered a rule at the ceiling of their ability at this stage; and whatever they cannot discover here, they will discover later, provided the instructor presents appropriate tasks to facilitate adequate discovery.

Stage 5: Provide opportunity to synthesize or creatively use the new knowledge, skill or value. Next, students need to make the skill or knowledge or value their own. They do this by putting the parts together in a new and creative or expressive way. (Student written work #5 requires the student to characterize him/herself as having a particular commas style and then to write in that style on a topic of the student's own choosing.) This activity will take 10 minutes.

Stage 6: Provide opportunity to evaluate the use of this skill, knowledge or value. Finally, having made a high level use of the skills, knowledge or value in the previous stage, students are now able to judge the quality of their own and other's use of the skill, knowledge or value. Harrow does not stipulate a psychomotor activity at this stage, but the others do. It represents the highest use of one's skills, knowledge and values and cannot occur until and unless the student has successfully accomplished the objectives at all the earlier stages in their prescribed order. (Student written work #5 is now evaluated and an opportunity for self-correction is provided. At this stage, activities also include evaluation by the teacher as well as contingency tasks, if required, to ensure that all students achieve 100% mastery of this key objective. This activity will take 40 minutes--end of third day.

E. Create flow-chart of activities. See Figure III. There are several features in this flow-chart that should be pointed out. First, at the analysis and evaluation stages, provision is made for those who have not achieved mastery both to continue on to the next stage with the rest of the class as well as to receive concurrent, supplementary remediation outside the class. Thus, the connectors that contain both a Y and an N indicate that all the students, regardless of whether they have achieved mastery or not, will go on to the next task. It will be noticed that those who have not achieved mastery will also be sent on to conference with the instructor. (After Overhead Projector Transparency #8 in the analysis stage, all students, whether successful or not, will proceed to a repetitive task, to reinforce the learning experience.) In this way, as noted earlier, both individual differences in pace and also group coherence are taken into account.

Second, this flow-chart reflects the decisions I have made concerning the amount of repetition and kinds of tasks at each stage. This may be revised after experience.

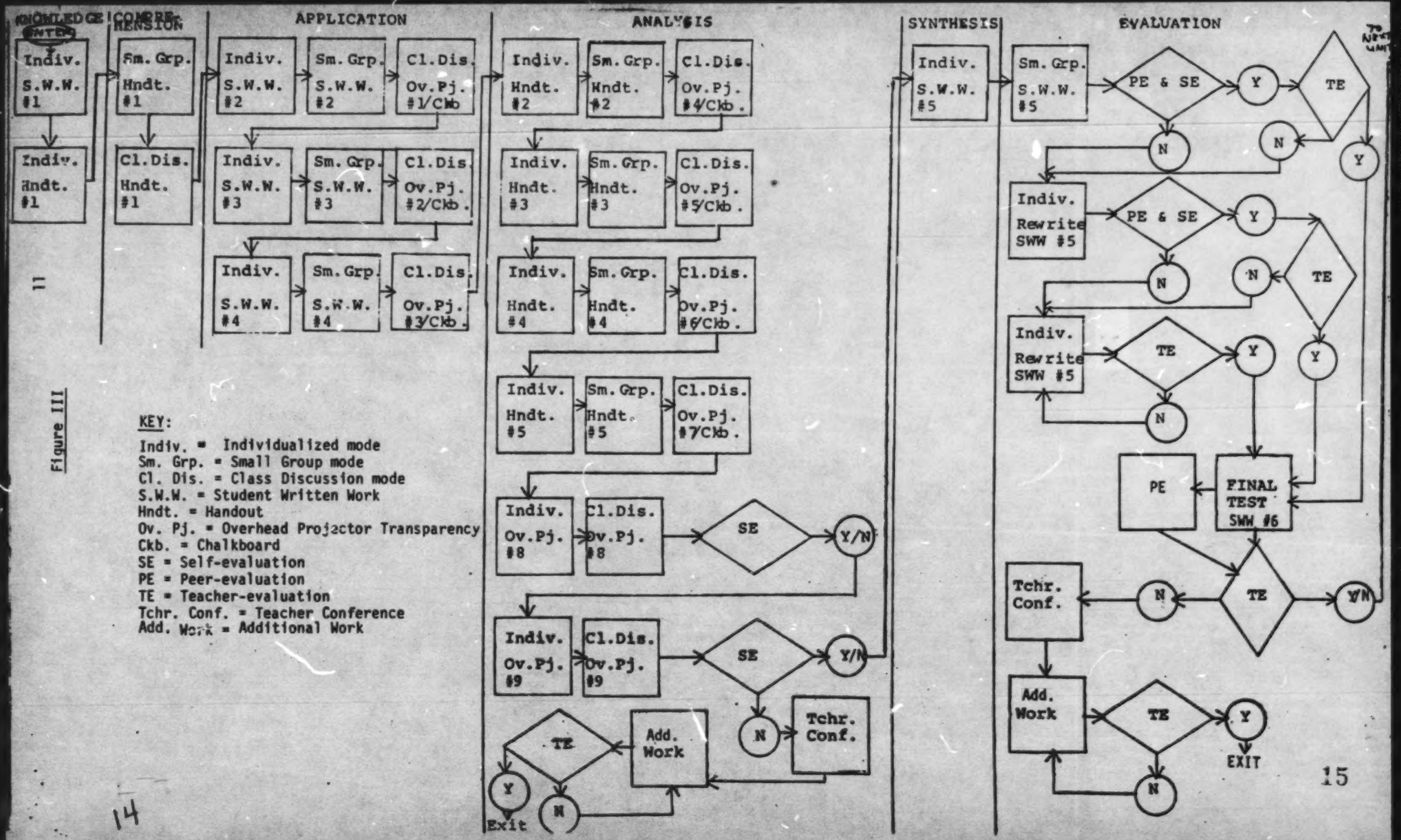

KNOWLEDGE
ENTRY
COMPRE-
HENSION
APPLICATION
ANALYSIS
SYNTHESIS
EVALUATION
Indiv. S.W.W. #1
Indiv. Hndt. #1
Sm. Grp. Hndt. #1
Cl.Dis. Hndt. #1
Indiv. S.W.W. #2
Sm. Grp. S.W.W. #2
Cl.Dis. Ov.Pj. #1/Ckb.
Indiv. S.W.W. #3
Sm. Grp. S.W.W. #3
Cl.Dis. Ov.Pj. #2/Ckb.
Indiv. S.W.W. #4
Sm. Grp. S.W.W. #4
Cl.Dis. Ov.Pj. #3/Ckb.
Indiv. Hndt. #2
Sm. Grp. Hndt. #2
Cl.Dis. Ov.Pj. #4/Ckb.
Indiv. Hndt. #3
Sm. Grp. Hndt. #3
Cl.Dis. Ov.Pj. #5/Ckb.
Indiv. Hndt. #4
Sm. Grp. Hndt. #4
Cl.Dis. Ov.Pj. #6/Ckb.
Indiv. Hndt. #5
Sm. Grp. Hndt. #5
Cl.Dis. Ov.Pj. #7/Ckb.
Indiv. Ov.Pj. #8
Cl.Dis. Ov.Pj. #8
SE
Y/N
Indiv. Ov.Pj. #9
Cl.Dis. Ov.Pj. #9
SE
Y/N
TE
Add. Work
N
Tchr. Conf.
Y
Exit
N
Indiv. S.W.W. #5
Sm. Grp. S.W.W. #5
PE & SE
Y
TE
N
N
Y
Indiv. Rewrite SWW #5
PE & SE
Y
N
N
TE
Indiv. Rewrite SWW #5
TE
Y
Y
N
PE
FINAL TEST SWW #6
Tchr. Conf.
N
TE
Y/N
Add. Work
TE
Y
EXIT
N
KEY:
Indiv. = Individualized mode
Sm. Grp. = Small Group mode
Cl. Dis. = Class Discussion mode
S.W.W. = Student Written Work
Hndt. = Handout
Ov. Pj. = Overhead Projector Transparency
Ckb. = Chalkboard
SE = Self-evaluation
PE = Peer-evaluation
TE = Teacher-evaluation
Tchr. Conf. = Teacher Conference
Add. Work = Additional Work

Figure III

F. Specify characteristics of the learning space and instructional management. This instructional sequence can be managed by the instructor alone, with an overhead projector as the only piece of equipment beyond that which is part of any classroom (viz., chalkboard). Because the overhead projector can be used without disturbing the students' seating arrangement and with normal lighting in the room, it is an unobtrusive, flexible and easy-to-manage piece of equipment.

Any school with any sort of instructional equipment will have overhead projectors and a system for reserving them for classroom use. Moreover, some classrooms may have a "resident" overhead projector. The making of transparencies is a simple task which can be performed by the instructor or department secretary. Typing of the originals for the transparencies and handouts may present a problem if the school is short on secretarial support. (A copy of each transparency, as noted above, is in the Appendix.)

Handouts must be prepared, typed and duplicated in sufficient quantity. With timely and sufficient preparation, these materials, then, need only to be handed out by the teacher at the appropriate times. The handouts will be used as worksheets and will be kept by the students in their notebooks for future reference. (As noted above, copies of handouts are in the Appendix.)

The most difficult management problem will be moving the students from the individual mode to the small group mode and back again. However, by assigning students who are neighbors in the individual mode into permanent "neighborhood" small groups of three or four students each, students will very quickly become accustomed to moving back and forth between the two seating arrangements. (In case of absences, groups that fall below three members can be temporarily divided and assigned to other nearby groups.) Since the class discussion mode can be conducted in either seating arrangement, there is no additional difficulty with this third mode.

G. Measurement and evaluation of results. In D. above, contingencies were discussed; a bottleneck would be caused if the instructor had to evaluate every student's work because, to determine whether a contingency exists for any student, an evaluation must

be made of every student's work to see whether the student has achieved mastery of critical enabling objectives: see last tasks of the analysis and evaluation stages of the flow-chart. Therefore, in these instances, the evaluation will be done by the students themselves. This self- and peer-evaluation will occur as the instructor corrects, on a transparency, an exercise the students will have done individually. There will also be self- and peer-evaluation of the students' own written work at the sixth stage. With these evaluations, students will determine whether or not they should re-write their work. Any rewrites, then, will also be evaluated by the students and peers in their small groups. (Each small group member will evaluate the work of two or three other students as well as his/her own work.) Then the student may decide to rewrite once again. These rewritten works--or the originals, if rewriting is not done--are given to the instructor for evaluation. This will not present a bottleneck because experience shows that only a few students will hand in an original paper. In any case, these will be very short papers and will not require corrections to be made by the instructor, only a yes or no evaluation. This can be done very quickly by the instructor, sending the student almost immediately on to the next task. (Remember, the rewritten papers will have had the benefit of self- and peer-evaluation and will probably be correct or nearly correct.) Finally, the peers in the small groups will evaluate each other's final test and will hand in their evaluations to the instructor, thus testing for successful accomplishment of the second behavioral objective (a copy of the peer evaluation form is in the Appendix).

The student's ability to use commas correctly in lists (the first behavioral objective) will be evaluated by the instructor on the basis of the final test. Students who fail to achieve 100% mastery will have a conference with the instructor, at which time the instructor will determine proper remedial work for the student. This remedial work will be done outside the class while the students (including the remediating student) move on to the next instructional sequence.

Students who do not choose to rewrite or who finish in-class work more quickly than others can review their early writing assignments; these early papers can be

rewritten to correct punctuation errors, thus affording students a chance to improve their grade as they improve their use of punctuation.

Then, as noted above, after this two-week unit on the correct use of commas, students will be expected to use commas with 100% correctness in all subsequent writing assignments. In week eight of the course, other pieces of punctuation will be taught; and students, following this unit, will be expected to use all punctuation with 100% correctness. In week eleven, there will be student evaluation of the punctuation units and the students' use of punctuation in their writing. (A copy of this evaluation form is in the Appendix.) In this way, follow-up is provided for the punctuation instructional sequences. On-the-spot evaluation of the unit will be made by students also (see App.).

Finally, after I have read the students' evaluations and evaluated their final compositions for consistency of style and punctuation correctness, I will make my own evaluation of these punctuation instructional sequences. On this basis I will revise the sequences in preparation for presenting it in the following quarter.

## III
## Conclusion

This instructional sequence translates four coinciding hierarchies into specific classroom practices and utilizes all three domains. Hopefully, such a complex approach will maximize the instructor's ability to teach students along natural lines, thereby facilitating students' ability to achieve academic success.

## APPENDIX

Student Written Work Assignments #1-#6

Overhead Projector Transparencies #1-#9

Handouts #1-#5

Student Evaluation Forms #1 and #2

**STUDENT WRITTEN WORK** *DIRECTIONS TO STUDENTS: (Do not give any further directions than listed below.)*

#1

Write three sentences that tell:

a. Four things you like to eat;

b. Three things you like to do;

c. Three or four things you own that you like.

#2

Write one very short paragraph of two to three sentences. Then repeat the sentence exactly; do one paragraph with formal use of commas in a list and one paragraph with an informal use. Don't identify which is which, except by your use of punctuation. Write about your favorite room:

a. List three to four of its positive qualities;

b. Tell two to three things you like to do in this room.

#3

Same method as for the previous assignment. Write about your favorite sports or leisure-time activities:

a. List three to four.

b. Tell two to three things you like about your favorite one.

#4

Same method as before. Write about your favorite people or heroes.

a. List three to four.

b. Tell two to three things you like about one of them.

STUDENT WRITTEN WORK

#5

Select the formal or informal style and write a 75-100-word paragraph on any topic of your choice, using all three types of lists.

Final Test: S.W.W. #6

Same as previous assignment

Remedial Work

As indicated from Teacher Conference.

**HANDOUT #1**

*DIRECTIONS TO STUDENTS:*
1. *Circle all commas.*
2. *Underline all lists.*
3. *Identify the three different kinds of lists.*
4. *Identify the <u>one</u> difference in comma use between paragraphs a. and b.*

a.

When I go to the store I will buy eggs, a quart of milk, cheese and butter. With me at the store will be my sister, my mother, my puppy and my daughter. Barbara, Ethel, Cricket and Diana will also go with me to the restaurant, the movies, the park and my house. The store and the restaurant and the movie will cost money. The park, my own home, our good company will be free. You can go with us or stay home.

b.

The car, the bike, the public transit but, the plane are all means of transportation. Dale, Mark, Georgia, and Susanna are environmentalists, not rich, self-sufficient. They believe people should use the bike or the bus first. They believe that only when absolutely necessary should people use a private care or a plane. I use both a car and the bus.

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*DIRECTIONS TO STUDENTS:*
1. *In small groups, share and compare your work.*
2. *Discover as many rules for using commas in lists as you can.*

**OVERHEAD #1**

*DIRECTIONS TO STUDENTS:*
1. *Identify the three types of lists.*
2. *Put letters (A,B,C,D) over the items in each list.*
3. *Identify the formal and informal paragraphs.*

a.

Jessica, Rose and Harry are moving to Capitol Hill. Their apartment has a kitchen, bathroom, living-room, alcove. Jessica will go to school and work at night.

b.

Stuart and Scott are both seventeen. Diana, Lisa, Georgia, Justine are seventeen, sixteen, fifteen, and sixteen.

**OVERHEAD #2**

*DIRECTIONS TO STUDENTS:*
1. *Identify the three types of lists.*
2. *Put letters over the items.*
3. *Identify formal and informal paragraphs.*

a.

Getting a good education, having good health, developing good relationships with others all depend on your own ambition and motivation and attitudes. If you want to learn, be healthy, and have friends you can and will. It is all up to you and your own behavior.

b.

My favorite authors include Bronte, Austen, Godwin and Stafford. They are all women and are from both the past and the present. They are all intelligent, sensitive, strong-minded, artistic writers.

**OVERHEAD #3**

*DIRECTIONS TO STUDENTS:*
1. *Identify the three types of lists.*
2. *Put letters over the items.*
3. *Identify formal and informal paragraphs.*

a.

She will or won't come with us to school and the park. If she comes she will have fun, add to our enjoyment, help with the clean-up. If she doesn't come she will sit around and feel bored or sleep all day. At the park we will play ball, frisbee, tennis and other games. We will eat hot dogs, potato salad, cole slaw, pickles. For dessert we will have cookies or cake or ice cream.

b.

If you are serious about school and your future you will attend class every day, study hard and long, play only on weekends. If you do this you will get better grades and assure your future and feel proud of yourself. If you slack off or make excuses for not studying you will fail or do poorly and feel bad about yourself. To study you must be prepared to sacrifice some leisure time, give up some time with your family, work hard. But your rewards will be success, pride in yourself, admiration from others, and a better future.

**HANDOUT #2 /OVERHEAD #4**

*DIRECTIONS TO STUDENTS: 1. Identify formal and informal paragraphs.*
*2. Add commas.*

a.

We will plant tomatoes parsley cucumbers and lettuce. Then we can have salads with greens and juicy tomatoes and extras. We can add oil vinegar spices in the dressing.

b.

Legislators public servants private citizens have a common interest in education public services public transportation and pollution control. Will you write your legislators and inform your public officials and your neighbors about these matters? Men and women both need to be involved. Adults and also children can help. You can help or be uninvolved.

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*DIRECTIONS TO STUDENTS: Share and compare work in small groups.*

**HANDOUT #3 /OVERHEAD #5** *DIRECTIONS TO STUDENTS: 1. Underline the lists. 2. Put letters over items.*

a.

Even though I want to help, I am not sure I have the knowledge, sufficient physical strength and time. If, however, I have the time, I will do my best to provide muscle power, moral support, refreshments. My help and your ambition should get the job done, and I will call you tomorrow to set up the details and arrange the time.

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*DIRECTIONS TO STUDENTS: Share and compare in small groups.*

**HANDOUT #4 /OVERHEAD #6**

*DIRECTIONS TO STUDENTS:* *1. Identify formal and informal paragraphs.*
*2. Add commas.*

a.

In decorating your house you might want to consider buying rugs furniture drapes appliances. You can get help from friends relatives and experts. Appliances and rugs and furniture can be expensive. Drapes and small appliances such as toasters mixers and blenders are less expensive.

b.

For dinner tonight we are stir-frying carrots spinach onions and tofu. Then we will add spices like ginger and garlic and pepper. After this has been cooked together we will serve it over rice and eat it eagerly. With this we will have hot and iced tea coffee wine.

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*DIRECTIONS TO STUDENTS:* *Share and compare in small groups.*

**HANDOUT #5/OVERHEAD #7**

*DIRECTIONS TO STUDENTS:* *1. Underline the lists.*
*2. Put letters over items.*

Watching tv, for many American adults and children, is a major form of entertainment. For children, however, tv is educational and also entertainment. One can watch tv morning and night; or one can read, talk, play sports, or study instead.

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*DIRECTIONS TO STUDENTS:* *Share and compare in small groups.*

**OVERHEAD #8**

*DIRECTIONS TO STUDENTS:* 1. *Identify formal and informal paragraphs.*
2. *Add commas.*

a.

When studying you must find a quiet place a convenient time sufficient time. Be sure to have your books and pens and dictionary and notes before you begin. Then if you have sufficient motivation concentration and carefulness you will get all A's.

b.

We've had a number of pets. They've been fish several cats and a dog. Our cats have been Scamper and Pepsi. Our fish were neon fish angel fish Siamese fight fish guppies.

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*DIRECTIONS TO STUDENTS:* 1. *Cross out incorrect commas.*
2. *Add correct commas and circle them.*

**OVERHEAD #9**

*DIRECTIONS TO STUDENTS:* *1. Underline the lists.*
*2. Put letters over items.*

You will succeed, I am absolutely sure, if you will put in the required time and effort. Many other people, just like you, have succeeded in school, at work, at home, and with their friends; however, as I am sure you know, other people need to be kind and patient and thoughtful of you, too.

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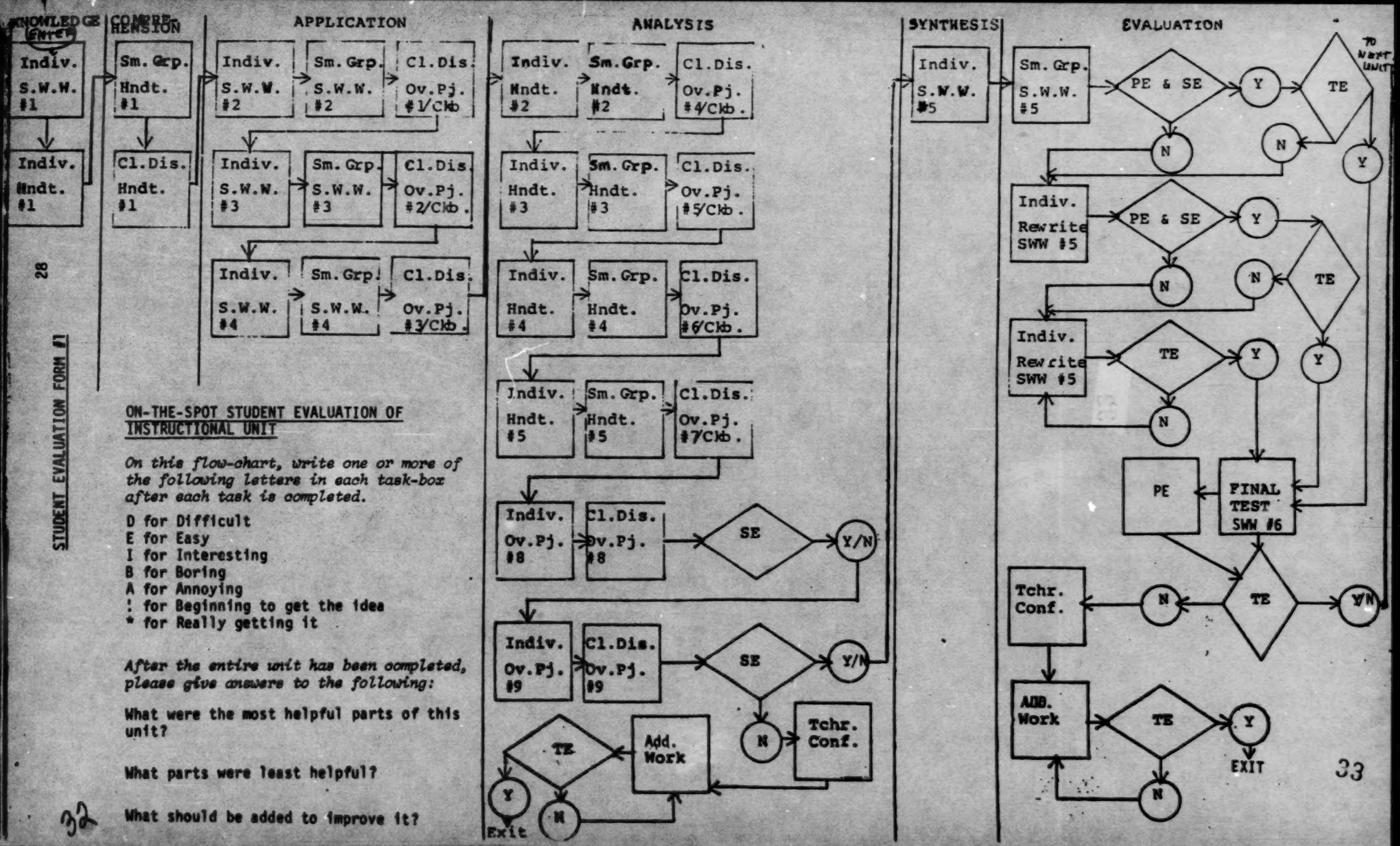
*DIRECTIONS TO STUDENTS:* *1. Circle correct lists.*
*2. Cross out incorrect letters over items.*
*3. Add correct letters over items and circle them.*




28

STUDENT EVALUATION FORM #1

ON-THE-SPOT STUDENT EVALUATION OF INSTRUCTIONAL UNIT

*On this flow-chart, write one or more of the following letters in each task-box after each task is completed.*

D for Difficult
E for Easy
I for Interesting
B for Boring
A for Annoying
! for Beginning to get the idea
* for Really getting it

*After the entire unit has been completed, please give answers to the following:*

What were the most helpful parts of this unit?

What parts were least helpful?

What should be added to improve it?

32

33

## STUDENT EVALUATION FORM #2

*PUNCTUATION*

*Please give your answers to the following questions:*

| | NOT AT ALL | SOMEWHAT | A LOT |
|---|---|---|---|
| 1. Going through the punctuation units helped me know how to use punctuation correctly.<br><br>OTHER COMMENTS: | | | |
| 2. Going through the punctuation units helped me see and know how to correct errors in other people's writing.<br><br>OTHER COMMENTS: | | | |
| 3. Having my papers returned to me if the punctuation is not perfect helps me to use punctuation correctly.<br><br>OTHER COMMENTS: | | | |
| 4. Individual work in class was helpful. | | | |
| 5. Small group work in class was helpful. | | | |
| 6. Class discussion was helpful. | | | |

7. My own writing helps me to *PLEASE FILL IN THE BLANK FOR QUESTION 7.*

| | | | |
|---|---|---|---|
| 8. The handouts were helpful. | | | |
| 9. Overheads were helpful. | | | |
| 10. Evaluating other students' work was helpful. | | | |

11. The <u>most</u> helpful aspect(s) was(were): *PLEASE FILL IN THE BLANKS FOR 11 AND 12.*

12. The <u>least</u> helpful aspect(s) was(were):

PEER-EVALUATION FORM

NAME OF EVALUATOR_____

STUDENT WRITTEN WORK #5 (ORIGINAL DRAFT): NAME OF WRITER_____
*In the space below, copy the paragraph of the person to your right exactly as it is written. If there are any incorrect commas, cross them out. If you add correct commas, circle them.*

STUDENT WRITTEN WORK #5 (REWRITE): NAME OF WRITER_____
*Same directions as above, except copy the paragraph of the person to your left.*

STUDENT WRITTEN WORK #6 (FINAL TEST): NAME OF WRITER_____
*Same directions as above, except copy the paragraph of the person whose work you have not yet copied.*

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